DOCUMENT RESUME

ED 431 670 SO 030 701

TITLE	Essential Academic Learning Requirements (1997): Arts.
INSTITUTION	Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE	1998-06-00
NOTE	16p.; For a related document, see SO 030 700.
AVAILABLE FROM	Washington State Department of Public Instruction, Old Capitol Building, P.O. Box 47200, Olympia, WA 98504-7200.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Academic Standards; *Art Education; Benchmarking; Creative Expression; Educational Benefits; Elementary Secondary Education; *Fine Arts; Learning Activities; *Public Schools; State Curriculum Guides; *State Standards; *Student Development; Student Educational Objectives
IDENTIFIERS	*Washington

ABSTRACT

Educating students in the arts provides benefits not available through any other means. This guide to essential learning requirements for the arts for Washington state students defines the arts as creative expressions using sound, image, action, and movement. The guide explains that the arts help students to develop intellectual, social, personal, and aesthetic skills. It cites four essential learning requirements in the arts: (1) the student acquires the knowledge and skills necessary to create, to perform, and to respond effectively in the arts; (2) the student applies the creative process with arts knowledge and skills to reason and solve problems; (3) the student uses at least one of the art forms (visual arts, music, drama, and/or dance) to communicate ideas and feelings; and (4) the student understands how the arts connect to other subject areas, life, and work. Each learning requirement is further subdivided and detailed. (BT)

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Washington Department of Public Instruction

Essential Academic Learning Requirements (1997)

Arts

ED 431 670

B. J. Patterson

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Arts

INTRODUCTION TO ARTS

The Arts Defined - The arts are creative expressions using sound, image, action and movement. They are a means to satisfy the human need to communicate thoughts, feelings, and beliefs.

Purpose - The arts engage those capacities most characteristically human -- imagination, creativity, the ability to conceptualize and solve complex problems -- by stimulating thinking skills which are essential to learning. The arts are catalysts for change. They are vital in this rapidly changing multi-media age. They facilitate and encourage the exchange of diverse views, reflecting and shaping cultures. As technology changes, so do the tools and materials of the arts. Students are prepared through visual arts, music, drama, and dance to interact effectively in a dynamic world, with joy, confidence, and a sense of fulfillment.

The Arts and Education - Whether our civilization can remain dynamic, nurturing, and successful will ultimately depend on how well and how fully we develop the capacities of our children, not only to earn a living but to live a life rich in meaning.

Intellectual Development - The arts represent one of the primary modes of thought used to do essential work in the world at large. Through the study and practice of the arts, students employ sound, image, action, and movement to learn to solve problems, make decisions, think creatively, and use imagination.

Social Development - The arts represent a legacy of common achievement, a heritage of civilization that teaches us about ourselves and others. Arts education is essential to enable students to make sense of both historical and contemporary cultures. Is also provides students with knowledge of past cultures, recognition of their place in contemporary culture, and insight on roles and responsibilities regarding cultural change.

Personal Development - Study of the arts also produces personal benefits, including self-motivation, self-discipline, and perseverance, willingness to take risks, cooperation and collaboration, productivity, craftsmanship, and thus, self-esteem.

Aesthetic Development - The arts provide benefits not available through any other means. Through arts education, students learn how to express themselves through the arts , interpret works of arts with deeper understanding, and more fully appreciate the natural designed world. Study of the arts provides unique opportunities to work with students' individual differences in learning styles, personalities, and ability levels while challenging those students to develop their skills of perceiving, creating, reflecting, and critiquing. The arts engage students in a process of continuous refinement and growth with the goal of achieving the highest possible standard in their work. This process not only leads to deeper understanding of one's own work and that of others in the arts, but also develops skills which are highly sought-after in the world of work.

The Essential Academic Learning Requirements in

ARTS

1. **The student acquires the knowledge and skills necessary to create, to perform, and to respond effectively to the arts.**

   To meet this standard, the student will:

   1.1 understand and apply arts concepts and vocabulary to communicate ideas

   1.2 organize arts elements into artistic compositions
   for example, color, shape, rhythm, balance

   1.3 use and develop arts skills and techniques to solve problems and express ideas

   1.4 use skills of craftsmanship to produce quality work

   1.5 create, present, and evaluate artworks using visual arts, music, drama, and dance

2. **The student applies the creative process with arts knowledge and skills to reason and solve problems.**

   To meet this standard, the student will:

   2.1 use the senses to gather and process information
   for example, sight, sound, touch

   2.2 generate and analyze solutions to problems using creativity and imagination

   2.3 use arts criteria to consider the effectiveness of personal work and that of others

3. **The student uses at least one of the art forms (visual arts, music, drama, and/or dance) to communicate ideas and feelings.**

   To meet this standard, the student will:

   3.1 use image, sound, action, and movement through the arts to express individual ideas for a specific purpose

   3.2 reflect and respond critically to the use of the arts in all forms of communication

   3.3 use combinations of art forms to communicate in multi-media formats
   for example, video or the internet

4. **The student understands how the arts connect to other subject areas, life, and work.**

   To meet this standard, the student will:

   4.1 use arts skills and knowledge in other subject areas

   4.2 apply ideas and skills developed in the arts to daily life

   4.3 demonstrate an ability to use artistic knowledge in personal and community decision making

   4.4 recognize the influence of the arts in shaping and reflecting cultures and history

   4.5 incorporate arts knowledge and skills into the workplace

ARTS ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

1. The student acquires the knowledge and skills necessary to create, to perform, and to respond effectively to the arts.

To meet this standard, the student will:

BENCHMARK 1 - TBD	BENCHMARK 2 - TBD	BENCHMARK 3 - TBD
1.1 understand and apply arts concepts and vocabulary to communicate ideas		
use arts vocabulary and language when participating in visual arts, music, drama, and dance	understand the basic concepts common to all of the arts that structure thinking in the arts	apply artistic knowledge to create artwork and other work requiring an artistic presentation
understand and apply common concepts in all the arts: elements, composition, technique, medium, craftsmanship, function, style, presentation Visual arts: ✒ line, shape/form, texture, color, space Music: ✒ rhythm, melody, harmony, tone color/timbre, form Drama: ✒ character, setting, action, design Dance: ✒ space, time, energy	➡ understand and apply common concepts in all the arts: elements, composition, technique, medium, craftsmanship, function, style, presentation Visual arts: ✒ line, shape/form, texture, color, space Music: ✒ rhythm, melody, harmony, tone color/timbre, form Drama: ✒ character, setting, action, design Dance: ✒ space, time, energy	➡ understand and apply common concepts in all the arts: elements, composition, technique, medium, craftsmanship, function, style, presentation Forms: Audio, Video Visual arts: ✒ line, shape/form, texture, color, space Music: ✒ rhythm, melody, harmony, tone color/timbre, form Drama: ✒ character, setting, action, design Dance: ✒ space, time, energy
identify different multimedia forms used to produce and present works of art: ✒ graphics ✒ photography ✒ animation ✒ moving image ✒ audio ✒ video	understand different multimedia forms used to produce and present works of art: ✒ graphics ✒ photography ✒ animation ✒ moving image ✒ audio ✒ video	apply different multimedia forms used to produce and present works of art: ✒ graphics ✒ photography ✒ animation ✒ moving image ✒ audio ✒ video
1.2 organize arts elements into artistic compositions		
arrange arts elements to create a composition	organize arts elements to develop a composition and change the impact of a composition	purposefully organize arts elements for a specific application
1.3 use and develop arts skills and techniques to solve problems and express ideas		
use the tools and materials of the arts to explore arts concepts and skills	select artistic tools and materials to solve a problem	use artistic tools and materials to effectively express ideas
practice techniques specific to each art form	demonstrate basic techniques in each art form, ***for example, be aware of structure, form, and conventions; practice with teacher guidance and direction***	assess and refine technique to improve personal performance/product

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Arts - Essential Academic Learning Requirement 1 (Continued)

BENCHMARK 1 - TBD	BENCHMARK 2 - TBD	BENCHMARK 3 - TBD
1.4 use skills of craftsmanship to produce quality work		
recognize and identify quality work	articulate and demonstrate standards of craftsmanship	develop habits of craftsmanship to produce quality work - persistence - self-discipline - technical skills
1.5 create, present, and evaluate artworks using visual arts, music, drama, and dance		
create artwork in all art forms using the arts process - perceiving - understanding - developing skills - responding - creating - evaluating	select an effective means to express ideas and develop strategies to review and revise work	use arts skills to produce work integrating past experiences/performances
present artwork for others	present artwork with confidence and poise in the presence of others	use creative and interpretive skills to perform individually or collaboratively in a formal setting
use arts vocabulary to describe and analyze artworks	use arts concepts and principles to interpret artworks	use arts concepts and principles to evaluate artworks

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2. The student applies the creative process with arts knowledge and skills to reason and solve problems.

To meet this standard, the student will:

BENCHMARK 1 - TBD	BENCHMARK 2 - TBD	BENCHMARK 3 - TBD
2.1 use the senses to gather and process information		
use all the senses to recognize sound, image, action, and movement in the environment	use senses to connect symbols to those things they represent	use all the senses to integrate environmental information
2.2 generate and analyze solutions to problems using creativity and imagination		
explore solutions to a given problem using imagination and the creative process • preparation • incubation • illumination • verification or revision	use creativity (knowledge, imagination, evaluation) to develop solutions to a problem	identify, analyze, and solve a problem in an expressive and imaginative way
explore works of art by others for ideas	select artworks by others for ideas	analyze a range of artworks to connect personal work to the larger arts community
2.3 use arts criteria to consider the effectiveness of personal work and that of others		
use criteria, including these core criteria, to describe an artwork • use of concepts/vocabulary • composition • technique • craftsmanship	examine an artwork using a critique process and analyze the effectiveness of the work	use established criteria to explain the strengths and weaknesses of an artwork

3. The student uses at least one of the art forms (visual arts, music, drama, and/or dance) to communicate ideas and feelings.
To meet this standard, the student will:

BENCHMARK 1 - TBD	BENCHMARK 2 - TBD	BENCHMARK 3 - TBD
3.1 use image, sound, action, and movement through the arts to express individual ideas for a specific purpose		
use each of the art forms to communicate an idea, ***for example, using movement to demonstrate a science concept such as chemical change; using role playing to present a character from a story; using period music in portraying an historical event; using graphic symbols to depict geographical location***	understand the arts are used for widely different functions • to inform • to advertise • to convince • to express culture • to inspire • for personal expression	communicate for a variety of functions and audiences, ***for example, design a video job interview; facilitate a school/community intercultural festival; make a senior project presentation***
3.2 reflect and respond critically to the use of the arts in all forms of communication		
react to ideas, feelings, and meanings found in sound, image, action, and movement, ***for example, react as an audience to a play, concert, billboard, or personal conversation***	analyze the meaning and personal relevance of a media message, ***for example, recognize the persuasive qualities of a commercial such as the symbolic use of color, images, and music***	evaluate the effectiveness of the use of the media and formulate an informed response, ***for example, reply to the ad campaign of a political figure***
3.3 use combinations of art forms to communicate in multi-media formats		
combine art forms using imagination and creativity to express ideas or understanding	locate and acquire information from a variety of sources and organize and synthesize it in meaningful ways to communicate ideas and create artworks	select and combine graphics, audio, moving images and text, and select appropriate technologies to create, organize, and communicate ideas and feelings clearly

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4. The student understands how the arts connect to other subject areas, life, and work.

To meet this standard, the student will:

BENCHMARK 1 - TBD	BENCHMARK 2 - TBD	BENCHMARK 3 - TBD
4.1 use arts skills and knowledge in other subject areas		
use art forms to reflect concepts learned in other subjects	create projects or multi-media reports which demonstrate the ability to connect the arts and other subjects	apply artistic processes to both enhance and demonstrate learning in other subjects
4.2 apply ideas and skills developed in the arts to daily life		
use arts skills in play and school work to respond to and record his/her world	use arts skills and vocabulary to analyze and react to his or her ever expanding world ▪ consumer choices ▪ entertainment choices ▪ media choices	use arts skills and vocabulary to make decisions and make changes in daily activities and events
4.3 demonstrate an ability to use artistic knowledge in personal and community decision making		
identify arts elements in the natural and designed world (patterns, colors, sounds, and movement)	use sensory information and aesthetic understanding to examine the natural and designed world, ***for example, the shape, line, and pattern of a tree; sounds from birds; the action of talking hands; the graphics in a commercial; the audio of a movie***	demonstrate the ability to use artistic criteria in personal and community decision making
4.4 recognize the influence of the arts in shaping and reflecting cultures and history		
identify examples of the arts in a variety of contexts within a culture ▪ ceremonial ▪ utilitarian ▪ decorative ▪ political ▪ entertainment ▪ (family, public, cultural)	consider how a work of art grew out of its time and place, was shaped by its time and place, and how it may have had an effect on its culture	understand how technological advances change the way cultures express and interpret meaning
4.5 incorporate arts knowledge and skills into the workplace		
develop creative thinking skills ▪ fluency ▪ flexibility ▪ originality ▪ elaboration	explore a range of work and careers using arts skills	use art skills and knowledge to present ideas, inform, persuade or design products
collaborate to implement a project using defined criteria	collaborate to plan a project based on individual abilities	collaborate to design a project developing his or her own criteria